

Palm Lane Elementary School

ARIZONA SCHOOL REPORT CARD 2003-04

2043 N. 64th Drive, Phoenix, AZ 85035

Cartwright Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary
Achievement Profile *

Performing*

* The profiles are Excelling, Highly Performing, Performing or Underperforming.

No Child Left Behind

Adequate Yearly
Progress***

Met

School Improvement
Status***

N/A

*** For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Mr. Richard O. Mauran
Schedule : 7:30 AM to 4:00 PM
Grades : K-6
2003 Enrollment : 959
Web Address : www.cartwright.k12.az.us
Phone Number : (623) 691-5500
Fax Number : (623) 691-5520
E-mail : palmmauran@mail.cartwright.k12.az.us

Mission

The mission of Palm Lane Elementary School, is to provide a safe and caring learning environment where all students may realize their full potentials. Toward this end, we strive to promote status based on achievement and quality of character.

School / Academic Goals

- ü To provide students a solid academic foundation emphasizing reading, writing and mathematics.
- ü To advance learning in all curriculum areas through the acquisition and application of technology.

Instructional Programs

- ü On-site Special Education
- ü English Language Learners
- ü Tutoring
- ü Software-assisted Learning

Enrollment

October 1, 2002 School Year Student Enrollment : 963
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 41

Calendar Information

Number of Instruction Days : 177
Average Daily Instruction Time : 5 hours 30 minutes
First Day of School : 8/4/2003
Last Day of School : 5/28/2004

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your school.

Financial information will be posted on the web early 2004 after schools have completed year-end reports.



ARIZONA
DEPARTMENT OF
EDUCATION

Palm Lane Elementary School

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Advisory to School Administrative Staff
- Ü Parent, Community and Staff Input
- Ü School Safety Issues
- Ü Budget Review

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	2.00	Teacher	47.00
Other Professional Staff	1.00	Teacher Aide	11.00

Educational Attainment by Years of Teaching Experience for School Year 2003-04

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	13	0	0	0
4 to 6 years	2	2	0	0
7 to 9 years	3	2	0	0
10 or more years	6	19	0	0

Shared Responsibilities

School

Palm Lane has the responsibility to set high academic standards, enforce consistent attendance, establish a positive school climate and safe environment, free from bullying and other distractions from student focus on achievement.

Parents

Parent are responsible for providing school uniforms and maintaining reasonable hygiene standards. We expect parents to support their children's learning efforts at home by reading to them, enabling homework and promoting the valuing of education.

Resources Available at School Site

Special Facilities

- Ü Multipurpose Stage
- Ü Networked Classroom Computers

Extracurricular Activities

- Ü Student Council
- Ü Band/Strings
- Ü Outdoor Education
- Ü Intramurals

Social Services

- Ü IDEA Social Worker
- Ü Breakfast Program
- Ü Lunch Program
- Ü Clothing/Food Banks

Transportation Policy

District bus transportation is provided for distances greater than one mile, students with special transportation needs, and field trips. Students are expected to behave properly on the bus and at bus stops per student/parent handbook.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü Our composite score on Stanford 9 in April 2003 ranked Palm Lane the 3rd (of 14) highest performing school in Cartwright. In 2002-03, Palm Lane was one of 3 schools in the district achieving the 'Improving' label on the state AIMS test.
- ü We currently have 250+ networked Macintosh computers on campus, supported by 80 sophisticated software licenses promoting reading and math in two languages. Our library contains an added \$10,000+ of CD software of more limited application.

School Honors

Awards or Special Recognition Received by the School, Staff or Students

Award/Honor	Year
ü AZTEA Best Elementary School Web Site	2003
ü 'Improving' Label from State of Arizona	2002

Student Activity Rates for School Year 2002-03

	% School	% K-6	Arizona % 7-8	% 9-12
Attendance Rate ²	96	95	94	96
Transfers Out ³	25	20	20	20
Transfers In ⁴ (Within District)	1	2	2	2
Transfers In ⁵ (Out of District)	16	10	10	9
Promotion Rate ⁶	96	99	98	95
Retention Rate ⁷	4	1	2	5
Dropout Rate ⁸	--			8
Status Unknown ⁹	--			6
Graduation Rate ¹⁰	--			76

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	63	86
Grades 3-4	59	64
Grades 4-5	81	86
Grades 5-6	86	49

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2002-03. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2003. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

Arizona's Instrument to Measure Standards (AIMS) Results 2002-03 11

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	140	2218	75372	101	101	101	556	512	523	3	12	9	6	30	25	33	35	36	58	23	30
All Students (Prior Year)	118	2154	70809	NA	NA	NA	522	502	518	9	15	11	20	35	27	38	35	35	34	16	27
Female	71	1121	36901	101	101	101	546	513	524	3	11	8	12	32	25	32	34	36	53	24	31
Male	69	1096	38385	100	101	101	568	511	523	3	13	9	0	29	24	33	36	36	63	22	30
African American	NC	121	3589	NC	101	96	NC	492	501	NC	19	18	NC	36	33	NC	32	33	NC	12	16
Hispanic	124	1809	29103	102	100	99	561	514	510	4	11	12	4	30	31	34	35	36	58	24	20
Asian/Pacific Islander	--	14	1574	--	100	96	--	535	549	--	0	3	--	22	14	--	44	34	--	33	48
American Indian/Alaskan Native	NC	33	5086	NC	100	114	NC	506	491	NC	7	22	NC	33	38	NC	52	28	NC	7	12
White	10	223	34597	91	102	98	552	514	535	0	12	4	0	28	20	33	35	38	67	25	38
Students with Disabilities	22	266	8057	138	122	99	504	496	496	0	14	23	50	45	31	50	33	28	0	8	17
Students without Disabilities	118	1952	67315	96	99	101	558	513	525	3	12	8	5	29	24	32	35	37	60	24	31
Limited English Proficient Students	69	1063	16925	113	109	112	442	479	482	100	28	27	0	48	40	0	16	26	0	8	7
Migrant Students	--	NC	869				--	NC	501	--	NC	17	--	NC	30	--	NC	39	--	NC	14
Economically Disadvantaged	139	2180	26325				556	512	504	3	12	15	6	30	34	33	35	33	58	23	18
Non-Economically Disadvantaged	NC	38	49047				NC	486	530	NC	20	6	NC	40	21	NC	27	37	NC	13	35

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	139	2205	75221	100	101	101	533	519	523	2	9	8	9	17	16	67	58	56	22	16	21
All Students (Prior Year)	118	2156	70860	NA	NA	NA	521	512	524	4	13	9	20	23	17	54	46	45	22	18	30
Female	71	1113	36833	101	100	100	530	521	526	3	7	6	12	17	15	68	58	56	18	17	23
Male	68	1092	38319	99	101	101	536	516	520	0	10	9	7	17	17	67	58	56	27	15	18
African American	NC	119	3597	NC	99	97	NC	509	510	NC	15	14	NC	22	22	NC	52	53	NC	12	11
Hispanic	123	1800	29019	102	100	99	535	519	513	0	9	12	10	17	21	70	59	55	20	15	13
Asian/Pacific Islander	--	13	1572	--	93	95	--	531	536	--	0	2	--	25	9	--	50	57	--	25	31
American Indian/Alaskan Native	NC	33	5071	NC	100	114	NC	507	502	NC	15	20	NC	26	27	NC	56	46	NC	4	8
White	10	222	34543	91	102	97	535	525	531	0	6	4	0	12	12	67	59	58	33	23	26
Students with Disabilities	22	264	8006	138	121	99	499	507	505	0	13	22	50	29	23	50	46	42	0	12	13
Students without Disabilities	117	1941	67215	95	98	101	534	519	524	2	8	7	8	17	16	68	59	56	23	16	21
Limited English Proficient Students	68	1057	16853	111	109	112	477	489	489	0	28	29	100	44	36	0	24	32	0	4	3
Migrant Students	--	NC	866				--	NC	503	--	NC	19	--	NC	23	--	NC	49	--	NC	8
Economically Disadvantaged	138	2166	26256				533	519	509	2	9	14	9	17	24	67	58	51	22	16	11
Non-Economically Disadvantaged	NC	39	48965				NC	505	528	NC	13	5	NC	27	13	NC	47	58	NC	13	24

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	136	2157	73654	98	98	99	547	523	530	2	11	9	6	14	13	84	71	70	8	4	7
All Students (Prior Year)	114	2106	68592	NA	NA	NA	541	524	542	4	14	9	10	16	12	72	61	63	13	8	16
Female	70	1098	36239	100	99	99	544	528	537	3	8	7	9	12	11	82	74	72	6	5	10
Male	66	1059	37301	96	98	98	549	516	523	0	15	12	3	15	15	86	67	68	10	3	5
African American	NC	117	3488	NC	98	94	NC	507	515	NC	21	16	NC	20	18	NC	58	62	NC	0	4
Hispanic	120	1762	28348	99	98	96	551	524	520	0	11	13	4	13	17	88	71	65	8	4	5
Asian/Pacific Islander	--	14	1558	--	100	95	--	546	547	--	0	3	--	11	8	--	78	76	--	11	13
American Indian/Alaskan Native	NC	31	4947	NC	94	111	NC	528	507	NC	12	22	NC	8	22	NC	73	53	NC	8	3
White	10	216	33924	91	99	96	535	525	537	0	10	5	11	12	10	89	74	75	0	4	9
Students with Disabilities	21	240	7306	131	110	90	516	508	506	0	19	24	50	21	20	50	58	52	0	2	4
Students without Disabilities	115	1917	66348	93	97	100	548	523	531	2	11	8	5	13	13	85	71	71	8	4	8
Limited English Proficient Students	67	1031	16422	110	106	109	493	490	495	0	32	30	100	24	27	0	44	43	0	0	0
Migrant Students	--	NC	849				--	NC	511	--	NC	19	--	NC	22	--	NC	56	--	NC	4
Economically Disadvantaged	136	2137	25711				547	523	514	2	11	16	6	14	19	84	71	61	8	4	3
Non-Economically Disadvantaged	--	20	47943				--	508	535	--	27	7	--	20	11	--	53	74	--	0	9

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2002-03¹¹

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	133	2201	76230	99	100	101	504	484	498	7	15	12	39	49	38	18	12	12	37	23	37
All Students (Prior Year)	106	2113	72888	NA	NA	NA	485	475	494	17	21	14	45	48	40	14	10	12	24	21	34
Female	75	1110	37247	100	100	100	504	486	500	8	15	11	29	47	40	25	14	13	37	24	37
Male	58	1087	38725	98	99	101	504	481	497	5	16	14	51	52	37	8	10	12	36	22	37
African American	NC	149	3594	NC	99	96	NC	472	476	NC	24	22	NC	46	46	NC	15	11	NC	15	21
Hispanic	111	1681	28100	99	98	98	508	484	482	4	15	18	36	50	47	20	12	11	39	23	24
Asian/Pacific Islander	--	20	1447	--	95	95	--	485	527	--	16	5	--	58	26	--	5	11	--	21	58
American Indian/Alaskan Native	NC	28	5292	NC	90	113	NC	486	463	NC	19	31	NC	57	47	NC	5	8	NC	19	14
White	12	297	35389	109	102	96	489	492	514	18	13	6	45	46	32	0	11	14	36	31	48
Students with Disabilities	18	309	9022	120	119	105	441	460	465	50	32	31	50	49	43	0	7	8	0	13	17
Students without Disabilities	115	1892	67208	97	97	100	505	485	500	6	14	12	39	49	38	18	12	12	38	24	38
Limited English Proficient Students	66	820	14826	118	103	113	504	459	460	0	28	31	38	53	51	34	12	8	28	7	10
Migrant Students	--	--	837				--	--	478	--	--	19	--	--	51	--	--	8	--	--	21
Economically Disadvantaged	126	2135	25037				505	484	477	6	15	21	39	49	47	18	12	11	37	24	21
Non-Economically Disadvantaged	NC	66	51193				NC	453	507	NC	37	9	NC	63	35	NC	0	13	NC	0	43

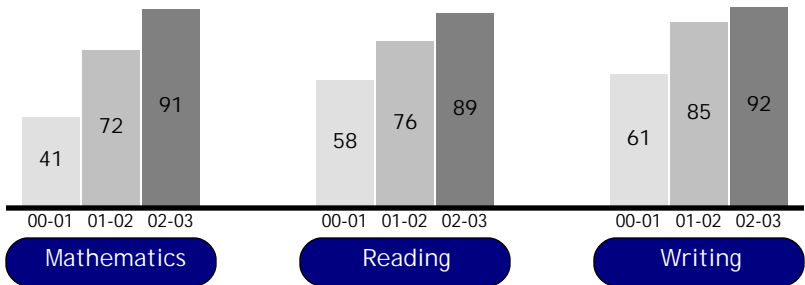
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	133	2197	76202	99	100	101	502	497	505	21	25	19	30	32	24	44	38	46	4	4	11
All Students (Prior Year)	106	2098	72779	NA	NA	NA	494	495	505	31	31	21	37	27	20	24	36	43	7	7	15
Female	75	1111	37231	100	100	100	502	499	507	18	21	16	31	33	24	47	42	48	4	4	13
Male	58	1082	38718	98	99	101	501	496	503	26	29	22	28	32	24	41	35	44	5	5	10
African American	NC	148	3600	NC	98	97	NC	494	497	NC	30	28	NC	29	29	NC	40	39	NC	2	5
Hispanic	111	1683	28090	99	98	98	500	497	497	22	25	28	32	34	30	43	37	37	3	4	5
Asian/Pacific Islander	--	20	1443	--	95	95	--	502	515	--	21	9	--	26	19	--	42	53	--	11	19
American Indian/Alaskan Native	NC	29	5311	NC	94	113	NC	494	491	NC	23	38	NC	45	31	NC	32	28	NC	0	3
White	12	292	35371	109	100	96	515	501	512	27	23	10	18	26	20	36	43	54	18	8	16
Students with Disabilities	18	308	9097	120	119	106	489	487	493	50	43	39	0	40	27	50	17	29	0	0	5
Students without Disabilities	115	1889	67105	97	97	100	502	498	506	20	24	18	31	32	24	44	40	47	5	5	12
Limited English Proficient Students	66	819	14780	118	103	113	492	486	486	34	47	50	41	38	32	24	14	18	0	1	1
Migrant Students	--	--	832				--	--	492	--	--	36	--	--	31	--	--	31	--	--	3
Economically Disadvantaged	126	2117	24961				502	497	495	21	25	32	29	32	30	45	39	34	4	4	4
Non-Economically Disadvantaged	NC	80	51241				NC	492	509	NC	31	14	NC	44	22	NC	25	51	NC	0	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	132	2147	74692	99	97	99	493	484	502	22	25	18	34	38	27	38	35	47	6	2	8
All Students (Prior Year)	105	2032	70710	NA	NA	NA	483	489	512	24	25	17	37	35	26	35	32	42	4	7	16
Female	75	1092	36710	100	98	99	488	490	509	22	20	14	37	39	26	41	39	50	0	2	10
Male	57	1051	37742	97	96	98	499	477	495	23	30	22	31	37	28	33	31	44	13	2	6
African American	NC	147	3516	NC	97	94	NC	477	487	NC	29	26	NC	40	31	NC	29	39	NC	2	4
Hispanic	110	1649	27492	98	96	96	493	484	486	23	25	27	32	38	32	39	35	38	6	2	4
Asian/Pacific Islander	--	20	1428	--	95	94	--	482	528	--	26	8	--	42	20	--	32	54	--	0	18
American Indian/Alaskan Native	NC	26	5166	NC	84	110	NC	481	470	NC	14	39	NC	57	32	NC	29	27	NC	0	2
White	12	280	34785	109	96	94	493	487	517	18	21	10	36	37	23	36	40	56	9	2	11
Students with Disabilities	17	282	8428	113	109	98	448	457	472	50	53	38	50	29	30	0	18	29	0	0	3
Students without Disabilities	115	1865	66264	97	96	99	494	485	503	22	23	17	34	39	27	39	36	48	6	2	8
Limited English Proficient Students	65	801	14363	116	101	109	478	456	459	28	47	47	41	40	34	31	13	19	0	0	1
Migrant Students	--	--	814				--	--	475	--	--	33	--	--	37	--	--	27	--	--	2
Economically Disadvantaged	126	2086	24507				493	484	480	21	24	31	35	38	33	38	35	33	6	2	3
Non-Economically Disadvantaged	NC	61	50185				NC	468	511	NC	38	13	NC	50	24	NC	13	53	NC	0	10

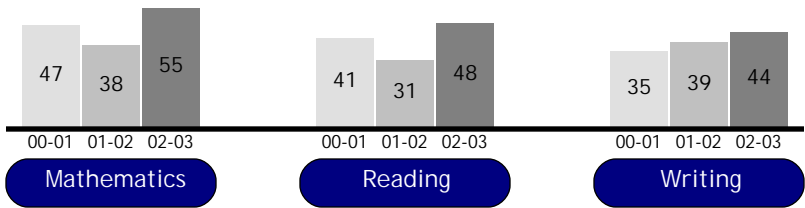
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	NA
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress (AYP): The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

Met Percent Tested: Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

Met Test Objectives: The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

Met Attendance Rate: Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

Met Graduation Rate: School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

School Improvement - Year 1: Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2: Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action: Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	35	44	47	53	95	35	30	44	89	32	34	50
	Language	39	26	34	45	95	22	25	39	97	19	25	43
	Mathematics	39	35	45	56	95	40	37	52	99	32	33	57
3	Reading	45	46	39	50	98	32	26	43	97	42	29	47
	Language	48	55	47	55	98	43	35	50	98	59	38	54
	Mathematics	47	59	45	53	98	50	35	50	97	68	36	54
4	Reading	50	29	44	55	91	27	27	47	98	28	33	52
	Language	52	28	42	50	91	30	30	45	97	28	33	48
	Mathematics	52	34	49	56	91	39	38	52	96	45	37	57
5	Reading	74	33	34	51	91	23	28	46	98	35	31	50
	Language	72	41	32	46	91	26	29	43	98	37	32	46
	Mathematics	73	63	42	56	91	46	42	54	99	65	41	57
6	Reading	71	40	42	54	91	39	31	49	96	28	37	53
	Language	73	30	35	46	91	38	26	42	100	23	30	45
	Mathematics	73	61	53	61	91	58	41	58	98	41	47	62

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

We have a school uniform policy in place to promote status by achievement. We enforce a no excuses weapons policy, and actively intervene in high absentee situations through our partnership with the City of Phoenix AIMS attendance program.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Richard Mauran	(623) 691-5500
Transportation Policy	Richard Conrad	(623) 691-4000
Community Resources	Pam Stricklen	(623) 691-5500
School Nutrition Programs	Bonnie Poca	(623) 691-5500
Parent Organization	Laura Avila	(623) 691-5500
Student Health/Nurse	Pam Stricklen	(623) 691-5500

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns. If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 school year.

6 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2002-03 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

7 Retention Rate: Percentage of students retained at the end of the 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

11 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards